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Listening to Understand and Speaking to be Understood: Curriculum Units For The Average Non-College Bound Ninth or Tenth Year Student.

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The two teaching units in this document present listening and speaking as dynamic skills and emphasize learning through discovery and induction. "Listening to Understand" encourages the student to participate primarily as a member of a group rather than as an individual. Classroom exercises are listed for teaching students efficient listening, the nature of sound, the effect of environmental contexts on sound, the function of word order, changes in language meaning, the techniques used in propoganda and commercials, and the functions of music. "Speaking to be Understood" encourages the student to participate as an individual and offers more opportunity for inferential learning. Methods of teaching basic communication, language learning and dialect, semantics, voice and speech improvement, and oral literature are presented. (LH)

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LISTENING TO UNDERSTAND

AND

SPEAKING TO BE UNDERSTOOD

Curriculum Units For The Average Non-College Bound
Ninth or Tenth Year Student

Spring, 1967

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INTRODUCTION

The underlying premise of Units I and II is that listening and speaking are dynamic skills necessary for functioning successfully in our pluralistic society. There is no absolute in language: such things as "correct" pronunciation, grammar and diction are really relative. Each generation amends language to suit its needs. The impact of the mass media and modern technology upon our language, therefore, has led us to incorporate into these units principles of linguistics, information theory, cybernetics, and Behaviorism as well as the more traditional approaches.

A major emphasis in both of these units is learning through discovery or induction. Evaluation of student performance and progress will be anecdotal. Such tests as the Brown-Carlson Listening Comprehension Tests, etc., will be an integral part of this evaluation.

The units Listening to Understand and Speaking to be Understood are conceived as integrally related. The emphasis in presentation should be upon developing the student's insight into the listening and speaking skills he must have if he is to function productively in the community.

Listening to Understand is presented first because it is the more easily motivated unit and because it allows the student to participate as a member of a group rather than as an individual, a role which many young people find difficult. Individual student participation in the second unit, Speaking to be Understood, should be greater than in Unit I. There is more opportunity for inferential learning here. Students are asked to actually create a microcosmic

language (II,C,2b), and to engage in role playing (II,C,4).

In many instances, flexibility of sequence is possible. For instance, in sections D (1-4), E and F of Unit I, the material may be presented whenever the individual teacher thinks it relevant. These sections are easily fragmented and structured to the needs and interests of the group.

UNIT I LISTENING TO UNDERSTAND

I. Listening to Understand

A. The following are four methods to present situations in which the student will be made dramatically aware of his inability to listen.

1. A prepared "altercation," like the following one, has been successfully used. After the first ten minutes of a normal class, a student from another of the teacher's classes bursts into the classroom and begins a heated argument over something like a telephone call the teacher made to the student's home over failing work. Student and teacher should rehearse this skit until it is perfected. The students are then asked to write down what happened. After all the students have completed this writing exercise, the class is questioned about the occurrence. It will be found that there is a wide range of inaccuracy of reporting. This is an excellent way to show the distortion and subjectivity of their observation and listening. To prevent the inevitable disagreements over what did happen, this argument should be taped.

2. Impromptu radio listening. The teacher selects one of the "hot" radio stations such as WLIB, WOR, or WMCA and picks up a 6-minute period that will include a newscast. He must record this broadcast himself on tape and prepare 15 general questions for student response. The questions might include newscaster's

name, sponsor, temperature reading, major news items, public service messages, etc. Again a wide range of inaccuracies will be found. In a later lesson (I,E), the teacher will demonstrate how the listening ability of the students has improved.

3. An alternate might be a sequence from a musical comedy. Play the song "A Fugue for Tim Horns" from Guys and Dolls and ask such questions as:

a. On what does Paul Revere's victory depend?

b. Name one other horse mentioned in this song.

c. How many people are involved in singing this song?

Or the teacher could play the title song from the same show and ask such questions as:

d. In no more than ten words, state the theme of this song.

e. Who is mentioned as the victim of the problem discussed in this song?

f. How many people are involved in singing this song?

4. The teacher could use the following lesson in listening and responding to make the student aware of his comprehension problem. The lesson could be done on tape or it could be read by the teacher; the former is probably more effective.

Directions to be read by the teacher to the students:

"Today we are going to have a short practice in improving your memory. You will need a piece of paper and a pencil. A sentence will be read and right after that you will be asked a question. Try to remember important words from each sentence.

Write the number of the question and your answer immediately after you hear the question. The first four are practice questions. Just listen until you are told to write,"

The man was standing next to the red house.

Sample Question 1- What was the color of the house?

Important words in this sentence are red and house.

Even though it was a sunny day, the man in the gray suit was carrying a black umbrella.

Sample Question 2- What was the color of the man's suit?

Sample Question 3- What was the weather like?

Sample Question 4-What was the man carrying?

Important words are sunny day, gray suit, black umbrella.

"Are there any questions?

Okay, we will begin now."

A. The man wore a brown jacket.

1. What was the color of the man's jacket?

B. The child had a yellow balloon.

2. What was the color of the child's balloon?

C. There were six horses standing in the stable.

3. How many horses were in the stable?

D. Five men were seen riding in the Ford sedan.

4. How many men were riding in the automobile?

5. What kind of automobile were these men riding in?

E. There was a serious traffic accident on the Long Island Expressway in which seven cars were wrecked.

6. Where did the accident take place?

7. How many cars were wrecked in this accident?

F. The odds were 7-5 that the National League would beat the American League in baseball.

8. Who was favored to win the baseball game?

9. What were the odds?

G. The moving van stopped in front of the two-family house. The Smiths were moving ~~the~~ To California. They were taking everything with them except their boat.

10. Where did the moving van stop?

11. Where were the Smiths moving to?

12. What were the Smiths leaving behind?

H. The clock struck three as the tall gray-haired man raced to the car after robbing the grocery store.

13. What time was it?

14. Describe the thief.

15. What had been robbed?

I. During the race, a hurricane started and four sailboats were damaged. In the confusion that followed the gold trophy fell overboard.

16. What type of storm occurred on the day of the race?

17. How many boats were damaged?

18. What happened to the trophy?

J. During my lunch hour I bought a red Chevy hardtop convertible. The car is air-conditioned and the interior of the car is white.

19. When did I buy my new car?

20. Why is the car confortable to drive in the summer?

21. What make is the car?

22. What is the color of the interior of the car?

K. The annual steeplechase race took place at Aqueduct Raceway. Twelve horses left the starting gate at the sound of the bell. Two horses fell at the third hurdle. The remaining horses continued on. Several other horses fell along the way and four horses completed the race. The winner was Kentucky Red.

23. How may horses fell at the third hurdle?

24. Where did the race take place?

25. How many horses completed this race?

26. What horse won the race?

L. At a session of the House of Representatives four hundred and thirty seven representatives were present. John Glenn, an accomplished astronaut, addressed the representatives on the importance of maintaining air level in the space race. The surveyor moon project is just one indication that the United States is still ahead of Russia in the space race.

27. Where was this session held?

28. Who spoke to this group?

29. What did he talk about?

30. What project shows that we are still ahead of Russia?

M. Preventing fires is a problem that has existed in America since colonial times. Recently, a fire occurred at Playland in Rye. The fire caused over $400,000 worth of damage. Over the same weekend a two-alarm fire took place at Roger's Bowling Alley on Main Street in New Rochelle.

31. What is one of the problems that still exists in our society today?

32. How much damage was done at this fire?

33. What amusement park had a fire recently?

34. How big was the fire at Roger's Bowling Alley?

N. The old farmer was seventy two years of age. Yet by the end of the day, he had managed to mend a fence, plant some trees and hoe his garden. After supper he planned to spend some time working on his stamp collection.

36. How old was the farmer?

37. What had he done during the day?

38. What did the farmer plan to do after supper?

O. The astronaut thought today would be just another day on Mars. He had slept for eight hours in the space capsule. As he walked along the surface of Mars collecting minerals, he saw his first Martian.

39. Where was the astronaut?

40. How long had he slept?

41. Where did he sleep?

42. What was he doing?

43. Whom did he meet?

This lesson is on tape. Students were intrigued by the challenge of this idea. In this test, most of the students missed about 12-15 ideas. Most wanted to try this type of lesson again.

B. Learning from sound: An introduction to this unit should be the Encyclopedia Brittanica film entitled "Sound" in our own film library.

1. What is sound? The teacher should use the oscilloscope and oscillograph to illustrate visually the existence of three physical properties of sound: pitch, loudness, and timbre. The SLINKY can be used to demonstrate that wave characteristics of sound are similar to wave characteristics of water and light and that all sound is not audible to the human ear. This fact can be dramatized by the use of a silent dog whistle in conjunction with the oscilloscope. Students can learn that a modern technology has given us relatively easily understood methods to illustrate exactly what sound is and what its properties are. The use of this equipment allows for direct student participation in creation of the lesson material (e.g. striking the tuning fork and observing the results on the cathode ray tube).

a. A decibel meter can be used with the following sound to demonstrate increasing units of sound energy.

(1) rustle of leaves

(2) quiet garden

(3) average office

(4) ordinary conversation

(5) heavy street traffic

(6) pneumatic drill

(7) boiler shop

(8) airplane engine

(9) thunder

At this point the teacher may choose to use any available material demonstrating that sound in our urban environment causes emotional disturbance. There are many articles in popular magazines, such as the Reader's Digest, that cover this aspect.

b. Isolation- Cite experiments in isolation- e.g. the film The Mind Benders and other experimental data in which the sensory mechanisms (hearing, touch, etc.) of humans and animals are artificially neutralized to effect grave emotional imbalance. When normal conditions are restored, it is found that the effects of isolation are permanent. A practical example to cite might be that of the city child: used to the noises of the city, he has a hard time getting to sleep when visiting the "quiet" country.

2. Hearing sound: structural and functional correlates of hearing.

a. physiology- auditory mechanism of the human body.

b. mechanical duplication of same- telephone

C. Sound in environmental context and responses.

1. Non-verbal: sounds that give meaning without the use of language. How do students react to sound signals used in their environment? In each case discuss the general effectiveness of the signal and the role of our environment in conditioning the

response. The teacher should utilize the Behavioral Psychology theory here. Experiments from Pavlov through Skinner have demonstrated that we learn very rapidly when pleasant or unpleasant (positive or negative reinforcements) sensations follow responses to sound cues.

a. What does it mean when you snap your fingers or clear your throat? Discuss the range of possibilities-i.e., what sort of image does snapping your fingers project?- (Hippie).

b. P.A. gong- i.e., during homeroom vs. in the middle of the class (varied responses).

c. Policeman's whistle-

(1) Teacher blows whistle surreptitiously and class reacts.

(2) Questions: What did you first think when you heard the sound? Why are there different answers?

d. Assignment- record a series of sound activities on tape or have students close their eyes. Sample: Fiddle with the doorknob, open door, enter room, close door, walk to desk, open desk drawer, take out chalk, write on blackboard, erase writing, walk to pencil sharpener, sharpen pencil, break pencil in half, throw parts in wastebasket, leave room.

e. Absence of expected sound also elicits responses.

(1) Example- A phone rings. You pick up the receiver. Silence. You repeat "Hello's." Other party hangs up. Discuss why you are bothered by this absence of sound.

(2) A tardy student questions teacher on his arrival--"Is it all right?" - and receives no response. What feelings of anxiety does he experience?

2. Verbal Sounds-

a. Grunt Skit-

Announcer: We often think that whatever we say ourselves is perfectly understandable and that what the other fellow says is scarcely more than a series of grunts.

Wife: I see by the paper there are over fifteen hundred different languages spoken in the world.

Husband: (engrossed in sports section) Oh.

Wife: And it says there are more families of languages among the American Indians than in all of Europe.

Husband: Uh.

Wife: Well, everyone knows Indians don't talk properly. They just grunt.

Husband: Uh-huh.

Wife: You aren't listening (pause) are you?

Husband: (now puts down his paper) HMMMMMMMMMM?

Wife: Are you listening?

Husband: (With the false enthusiasm of one who hasn't been) M-hmmm!

Wife: I say Indians don't talk properly. They just grunt.

Husband: Huh?

Wife: Grunt!

Husband: Uh!

Wife: What do you think?

Husband: U-u-u-u-u-u-u-uh language is language, and grunts are grunts,

b. sound track laughter and applause dubbed in effect similar response by listener.

c. Words- Semantic implication (Teacher will find adequate examples and exercises in Hayakawa's Language in Thought and Action, Stuart Chase's Tyranny of Words.)

(1) Word limits (euphemisms, denotations-connotations)

For example: What's the difference between calling a girl skinny and calling her slim? a boy a liar or a prevaricator? using the word spit or saliva?

(2) Range of language- Teacher should read an essay entitled "Cultural Levels and Functional Varieties" by John Kenyon in Readings in Applied English Linguistics edited by Allen, or Postman and Weingartner's Linguistics, A Revolution in Teaching.

(a) Non-Standard: This language has the following characteristics: it is not always appropriate or comprehensible in all situations or in all sections of the country. It is always informal, it is spoken (except when used for literary effect), it is frequently ephemeral, it can be dialect, it is usually not found in the dictionary, and it can have word order and word endings that vary from the norm.

Examples: "It's a boss class, man. That teacher really knows where it's at!" "This is a hairy machine, man! It takes everything off the line." "Cool it, baby, the man he talking to you." Some ephemeral words or phrases are Zoot-Suit, 23 Skid-do, don't clutch, peg pants, etc.

It must be remembered that many non-standard words move into the standard vocabulary, such as bikini, racketeer, highbrow, debunk, etc. It also must be emphasized that no word is absolutely correct. Rather, all words are correct when used in their proper environment.

(b) Standard: It is language that is universally acceptable and understood in all formal situations and most informal situations. It should be pointed out that many standard words have non-standard meanings (exp. wheel, hairy, cool - see above). There is still a range of standard words which prove that even here there is not a "correct" word, i.e., tipsy, drunk, intoxicated, inebriated.

D. Order (grammar is arbitrary) Show that English language understanding is determined more by order of the words than their endings.

1. Give a list of words and have the students arrange them in random order, using at least 5 words in each "sentence." Then discuss both meaningful and non-meaningful permutations. A good example is the following:

THE A WAS KEPT FEEL WELL DOWN SMALL GREEN FARM PICTURE

2. Use "Language Patterns" overhead projection aid produced by Walker Educational Company.

3. Another method is an exercise on ambiguity because of word position. For example: "The lady doctor who had been dancing gracefully entered the room. The doctor who went to the football games whenever possible sat with the faculty as usual. This physician recently wrote a book about athletic injuries in New Rochelle." Questions could be:

a. Is the doctor male or female?

b. Is the doctor a graceful dancer?

c. How often did the doctor go to the football games?

d. Where does the doctor live?

4. Use the following foreign language phrases to show the importance of word placement.

a. I have a white house.

b. Wenn ich ein weisses Haus hatten (If I a white house had)

c. La petite table ronde (the little table round)

E. Block of language- meaning units. Note- all of the following should be taped:

1. Listen for a conscious purpose- the students will remember more and find the listening sequence increasingly meaningful if they are listening for a conscious purpose. The teacher should keep in mind that it is easier and more effective if the student listens for (1) homogeneous information (information of a specific kind

such as New York news, sports news, etc.) or (2) general thematic purpose (was the news violent today? could the news be described as hopeful today?).

a. Newscast- Allow students to choose station and listen for five minutes (and) refer to I,A,2, page one and ask the students if they can improve their listening ability. Teacher should contruct 15 questions at end of taped newscast.

b. Newscast- direction given- divide the class into four groups and have two of the groups listen for homogeneous information. Teacher should construct questions and compare with the previous results.

c. Wall Street Report: First introduce basic concepts of Wall Street and the basic math that will be needed. Be sure to introduce only needed math and terminology. Second, give students a list of stocks in which they may "invest" a total of $1,000 in 6 of the stocks as they see fit. Third, present first taped stock report and have students make selections and have the teacher act as broker. Four, present four taped daily stock reports and have students follow fluctuations, using appropriate math to determine profit or loss.

2. Listening Recognition skills- seven basic skills are needed for improved listening. Drill on these skills should not be taught as separate skills but should come about throughout Unit I. We do not mean to rule out the introduction of these skills as a separate unit. The teacher should use what he feels will be most effective

with his particular class. The following are seven problem areas:

a. Pauses (p stands for possible pauses) Note: The teacher can bring in this skill in I, D, 3, page 11-12, section of this unit. Ex: Several of my friends helped (p) Mary (p) Ann (p) and Kate (p) and Harry gave the orders.

b. Key words- Ex: At the back of the garage, almost out of sight but polished and ready to drive, stood an old pre-war car. (To answer the question- what was the car doing? - it is necessary to be able to select car and stood from the sentence).

c. Snowballing sentences- Separate the complete thoughts; select the relevant information. Ex: He was a short, fat man with a black moustache and sleepy eyes, the kind of man you wouldn't want to sit next to on a train because of the cigar smoke and the way he drummed his fingers on the chair arm, or the way he smiled, shifting his cigar to the side of his mouth as he did so.

d. Recognizing assumptions (teacher can bring this under the propaganda section I,F,1).

(1) That book is too thick to be interesting.

(2) It's a real bargain. They've lowered the price 30% for the sale.

e. Inferences-

Henry's mother said, "I don't like it when you don't get my permission before taking the car." (Does this sentence mean that Henry's mother did not want him to drive the car?)

Note: Inferences are best handled through brief, interesting anecdotes or stories (200-300 words).

f. Time order- Before the neighbors arrived with a welcome picnic lunch, Mrs. Dix arranged all the furniture that the movers had delivered that morning.

(1) What did Mrs. Dix do first?

(2) When did the neighbors arrive?

g. Cause-Effect (Separate cause from effect)

(1) Bill's ear infection (cause) kept him out of the water all summer (effect); besides, the ocean was too cold for swimming.

(2) More than thirty years ago in a London laboratory (cause), a scientist made a mistake, and millions are alive today (effect) because of it.

F. Language as a force: Language used in such a way as to create a particular meaning and response. Special note should be made to remind the teacher not to impose any value judgements that these should come from the students in open discussion.

1. Propaganda and advertising

a. Basic types

(1) Commercial propaganda- Advertising may create the demand for a specific product. Lewyt Vacuum Cleaners launched a national campaign for their cleaners months prior to the factory going into production. This created standing orders that would consume the factory's production for 6 months. Advertising may create a need for the type of

product. Life-buoy had to create a need for a deodorant soap it had recently invented, so it launched a nation-wide campaign to make Americans aware of their offensive body odor. For more subtle applications dealing with feelings of sexual inadequacy and other advertising techniques, the teacher should use the examples available in Vance Packard's The Hidden Persuaders (Marlboro- maleness; hairspray for men; women smoking cigars; girls selling machine parts for lathes).

(2) Political propaganda- The Kennedy image-youthful confidence and ability- also reflected by Ronald Reagan. Political party image- varied in north and south.

(3) Social propaganda- includes humanitarian, educational and religious (raising money to placate one's own feeling of guilt- charities, CARE, etc.- or creating the illusion of hostile, pagan Africa in order to raise money for missionaries working in that continent).

(4) Nationalistic propaganda- The [redacted]cause-is-just concept. Examples: Whipping up war hatred against evil Germany in 1940; "the communist conspiracy" theory against the United States; buy American.

b. Propaganda techniques

(1) Name calling- giving an idea a bad label to make people condemn the idea without examining the evidence- Red, Reactionary, peacenik, square.

(2) Glittering generality- associating something with a "virtue word" to make us accept and approve. ex., American Way. The two most important words in American advertising are new and more.

(3) Transfer- carries authority and the prestige of being something that is respected: use of the picture of Uncle Sam or the United States to build confidence (U.S. Testing Service, National Collection Agency, Washington, D.C.).

(4) Testimonial- consists in having some respected or noted person say that a given idea, program, product or person is good or bad- refer to radio commercial.

(5) Plain Talk- the method by which a person attempts to convince his audience that he is one of them, one of the people (Just one of the boys).

(6) Card stacking- involves selected use of facts or falsehoods, illustrations or distractions, logical and illogical statements to present the best or worst possible case for an idea, program, person, or product.

(7) Bandwagon- Everyone-is-doing-it technique- use mod fashion or long hair.

c. Student participation- Each student brings in a summary of a popular radio ad chosen from an agreed-upon program. The teacher makes a tape of the same ad. The student presents his interpretation of the ad and contrasts are emphasized. Then, all compare their interpretation with the taped version.

Analyze the ads as to their appeal; impact of associations with the product (testimonials) upon consumer.

2. Oral Literature- precedent to the more sophisticated forms of written literature.

a. Nursery Rhymes- "Ba, ba Black Sheep" ...discuss the appeal to the child. Does it appeal to you today? Also "Mary Had a Little Lamb" and other rhymes. Mention historical significance- See Cassell's Encyclopedia of World Literature, Vol. 1, page 397; Encyclopedia Americana, Vol. 20, page 554; or Compton's Encyclopedia, Vol. 10, page 381a; or Gould and Gould's The Annotated Mother Goose.

b. Poems- To communicate emotion, feelings and information more forcefully than ordinary language.

(1) Lyrics-

(a) Song Lyrics- use lyrics of the Beatles or the Dave Clark Five (or others) to show that they reflect the feeling of the time and that they employ recognizable poetical devices.

(b) Poetry lyrics- "Out Out" by Robert Frost and "The Man He Killed" by Thomas Hardy or "The Ball Turret Gunner" by Randall Jarrell.

(2) Narrative Poems- "The Face on the Bar Room Floor" by Antione D'Arcy, "Frankie and Johnny" orMany of Robert W. Service's poems.

c. Plays- Reflect contemporary world. The aim is to get the

student to begin to realize why he likes TV plays, movies, etc. In order to do this, he has to be encouraged to use his own critical abilities. He should be led to analyze plot, acting, music, scenery, theme, immediacy of appeal, range of emotional content, etc. The teacher might start by having all the students view a 30-minute TV play during school time. The students then could evaluate the production on the basis of the already mentioned critical abilities. The teacher may use this same method by utilizing movies, one-act plays (Zoo Story by Edward Albee) or other one-acters by Thorton Wilder, for example. It should be noted that the plays mentioned are on tape or record and that the purpose is listening comprehension, not reading comprehension.

G. Sound as music- a form of aural communication both emotional and intellectual. Music communicates through one or a combination of the following three elements: rhythm, harmony and melody. The teacher should note that all elements of the following section on music need not be included (class makeup should be considered).

I. Vocal music- where the voice line is an integral part of the expression.

a. Folk songs as expression of the people- Refer to Folkways Catalogue and Fireside Book of Folk Songs.

(1) Ballads- Tell news or story in song, such as in "Floyd Collins."

(2) Work Song- "John Henry," "Sixteen Tons" and contemporary examples.

(3) Spirituals- anything by Mahalia Jackson or "Swing Low, Sweet Chariot," "Nobody Knows the Trouble I've Seen,"

(4) Protest Songs- Slavery to Anti-War. See Bob Dylan, Buffy St. Marie, Joan Baez, Judy Collins, also History of Folk Music in U.S. by Alan Lomax, and many records that are associated with this topic.

b. Popular songs- Reflection of the time. A record album incorporating the popular songs of various eras could be used to show the feelings of the time. For a current interpretation of popular songs, the book, The New Sound/Yes, could be used. It might be suggested that the teacher begin with a song from the top ten and discuss with the class why it is reflective of their time; then they could compare this with an older song from the top ten, such as one sung by Bing Crosby.

c. Classical Music

(1) Sacred Music- Music as a form of religious expression--how different religious groups sing of the Creator. Music enhances the image of the God figure(s). There is no such thing as a "correct" way of singing of the Creator; thus the teacher might use such approaches as Hymns (Rock of Ages), Jazz Mass, Bach Mass, Negro Spirituals, Music of Zen Buddhists, Gregorian Chants, Hebraic Chants, etc.

(2) Secular Music - Opera, Oratorio, etc.

2. Instrumental Music- Music conveys emotions without using words. The teacher might use an emotionally charged piece of music like

the 1812 Overture as a projection device. Have the student select adjectives to describe their feelings about the music. The same could be done with Sousa's marches, Can-can music. From a film clip remove the music and analyze the student reaction.

a. Popular music- such as Jazz and Rock 'n Roll

b. Classical music- Teacher could use Beethoven's 6th (Pastoral) Symphony to elicit different emotional feelings or Sibelius's Finlandia or teacher could get sections of Walt Disney's Fantasia from the film library. The teacher should note that the predominace of melody (Eastern music), harmony (Western music), and rhythm (African music) can give different character to musical expression.

Between Units I and II, show the film The Miracle Worker, William Gibson's story of the early development of Helen Keller. The purpose of showing this is to illustrate that meaningful speech and communication is vital and that until Helen Keller learned to communicate through words, she was not much more than an animal. Besides this, the film is, of course, intrinsically good as dramatic literature.

UNIT II-SPEAKING TO BE UNDERSTOOD

II. Speaking to be Understood- Communication involves both speaking (encoding) and listening (decoding). While Unit I was involved with encoding, Unit II will emphasize decoding as well as encoding and the relationship between the two.

A. Some dramatic examples of effective speech:

1. The Bill Cosby skit "Noah" usually evokes high student interest. The teacher should listen to the record a number of times and then relate the skit to the students. The record version should then be presented to the students and a comparison between the teacher's version and Cosby's version should be made on the following bases: voice quality, timing, inflection, characterization and emotional tone.

2. Use the same method with dramatic sequences from one of the following plays: Zoo Story by Edward Albee (sequence in which the protagonist describes his treatment of the dog), The Glass Menagerie by Tennesse Williams (the scene in which Tom storms out of the house).

B. Basic facts of communication- the teacher should make the student aware of the basic concepts of communication by introducing the following three terms: encoding, decoding and feedback. Note: This refers to communication between humans and humans as well as between humans and machines, and machines and machines.

1. Definitions:

Encoder-message sender

Decoder-message receiver

Feedback- process of interpretation and evaluation of information in the message and implementation of appropriate action.

2. Example: The teacher might use the true example of the man who received a message from the Internal Revenue Service telling him that he owed $00.00. The man felt that the notice was silly and threw it away. A month later he got a similar notice and threw that away. Later, he received a third notice saying that appropriate penalties would follow if he did not pay. He got upset and talked to his accountant, who told him to communicate directly with the machine by sending it a check for $00.00. He did this and he stopped getting notices. This illustrates encoding (the machine sends out notices); decoding (the man throws away the notice); lack of feedback (no response to the notice); feedback (the man sends the check); and, finally, feedback on the part of the machine (cessation of notices). The teacher might discuss with the class the various methods of feedback and their effectiveness.

C. Speaking is learned

1. What is speech- physiological demonstration- this should be developed by the science teacher. A record put out by the Bell Laboratories, "The Science of Sound," uses tapes and computors to show the development of sound. A Bell Telephone movie, The Far Sound, gives an historical approach to man's attempt to reproduce sound.

2. Cultural anthropology

a. Why we speak differently- Range of Language

(1) The teacher should use as motivation the examples of feral

(wolf) children or the similarities of Appalachia and Elizabethan speech to show how dialects develop. The teacher may use the Folkways record on the subject or record produced by Henry Lee Smith entitled "Spoken English Album," available from Scott Foresman Co.

(2) The teacher should tape some impromptu speeches by students to show the differences of dialects in class and then discuss some of the reasons why there are a variety of dialects, such as geographic, ethnic and socio-economic.

b. Creation of words for intra-class to create new words and explain how the words were created and vote on which words to adopt. Examples might be as follows:

Using onomotopoeia-

She is a grinchy girl, or She is a darlable girl, or

He pithantered down the hall.

Using portmanteau-

She is an aufible (awful and terrible) girl.

The teacher should develop and use with the student a language having as a minimum two articles, 4 verbs, 4 nouns, 2 pronouns, 2 adjectives (2 adverbs).

(3) Esperanto- Have an Esperanto expert demonstrate that language to the class.

(4) New Standard Words, such as astronaut, ID card, new math, beatnik, brinkmanship.

(a) Words are created to meet a need.

(1.1) Discuss the word beatnik as a generic term and then discuss the fragmentation of the idea into several more concrete terms; vietnik, hippie, teeny-bopper, peacenik, acid head.

(2.2) Eskimo has no word for toothache (because of diet), but ten words for snow. Have teacher emphasize language as a product of need.

(5) New meanings for old words - illustrate that already existing words have acquired new meanings, such as square, wheel, dog (ugly woman), lemon (poor quality auto).

c. Language as defense - use of language in lieu of physical action is better. Show Billy Budd film- class discussion of Billy's killing of Claggart - his inability to use language. Language may also be used to conceal true feelings.

D. Speech in environmental context (semantics)

1. Exercise: Without prior discussion, present this question on dittoed sheet: "Which of the following terms does a Negro most prefer and least prefer to be called: Afro-American, Negro, colored, black, brown?"

Note: tests in the Spring (1967) indicated that although many Negroes in New Rochelle prefer the term black, Caucasians almost universally selected the term black as most offensive. Follow up with class discussion of these two points: one, the emotional determination of language preference; two, the lack of communication which accounts for misunderstandings among different groups.

2. Advertising- further radio and TV ads analyzed with emphasis on students creating their own advertisements.

a. Guidelines for student-created ads:

(1) Restrict ad to less than one minute

(2) Designate audience

(3) Give students topic they are familiar with (soda, auto, safety, recreation)

(4) Have student show how the words they have used have either a negative or positive connotation for the audience.

b. Psychological effects as reflected by student-created ads. Teacher-student discussion of presence and effectiveness of whichever of the following are relevant:

(1) love, envy, shame

(2) status, money, sex

(3) conformity

(4) youthfulness, size, power, etc.

c. Sound as money- sound, in the form of advertising, is money. This concept enables the teacher to bring in various aspects of math.

(1) Rates for advertising and how they are arrived at.

(2) WVOX - math and advertising, determination of rates.

3. Vocational speech needs- role-playing situations should be structured and limited to two participants and should run a maximum of five minutes. Each of the following situations is to be performed in front of the class and followed by criticism: method of presentation (exp. inductive and deductive approach), choice of words, emotional control.

a. Job interview (opportunity to expose students to vocation they might qualify for. Utilize resource personnel).

(1) sample situation- Interviewer needs an apprentice traffic manager. He is authorized to pay $65 to $100 a week. Interviewee has just graduated from high school and his experience is limited to being a part-time helper on a delivery van.

b. On the job directions

c. Salary raise

d. Presenting a grievance

4. Social speech needs- role-playing technique

Note: if available, the teacher should use a tape recorder and moving picture camera for reporting each of the following scenes. Show the completed film of each scene to a new audience to have the students supply dialogue and discuss 16 effective kinestheses (hand and facial gestures and body movements). Note that the following selections have been arranged from the most informal to the most formal:

a. Asking for a date

b. At a party

c. Informal discussion with parents

d. Formal discussion with teacher

e. Returning of merchandise to a store manager

f. Discussion with principal of personality clash with teacher.

E. Voice and Speech Improvement:

1. Speech therapist visits class to discuss the kind of speech improvement that can be made in the classroom.

2. Voice- The following voice characteristics can be dealt with by the classroom teacher. Student self-awareness rather than clinical knowledge of voice problems is what is desired. A cautionary note: Although there will be constructive criticism of the individual's voice characteristics, the teacher must be careful to avoid concentration on a single student, recognizing that frequently speech and emotional problems are related.

   a. Tone- breathiness, throatiness, nasality, harshness.

   b. Volume- regulate according to situation, use oscilloscope for graphic presentation.

   c. Pitch- inflection, intonation

3. Speech

   a. Enunciation- word endings, sound substitutions (d for th, baby talk r's)

   b. Pronunciation - tolerance is necessary for acceptability- depends upon usage in a specific environment.

   c. Rate- depends upon pauses between syllables and pronunciation of vowels. Exp. Mares/eat/oats/and does/eat/oats and little/ lambs/eat/ivy.

4. Voice and speech as it reflects culture and class

   a. Motivation- present a series of 6 voices and 6 faces in random order. Class matches voice to face. Teacher should make use of the information available in VOICE TRAINING FOR SPEAKING AND READING ALOUD, by Paul Heinbery, pages 156-185.

   b. An individual's voice is not static; it depends upon the

situations. Demonstration by student and teacher - romantic, angry, calm, intense, sarcastic.

c. Speech and social class

(1) Teacher presents the general plot of Shaw's Pygmalion accompanied by the record of My Fair Lady. Concentrate on Eliza's metamorphosis. The teacher should emphasize the "small talk" early in Act III (Mrs. Higgins at home) of the play.

(2) Tape a series of New Rochelleans covering a wide socio-economic range and point out the relationship between the speech differences and the socio-economic as well as ethnic-cultural influences.

d. Language and religion- One aspect of our culture in which there exists a multiplicity of effective speech patterns is religion. Class discussion should be utilized to point out that there clearly is not a "best" speaker; however, there should be active discussion by the class of the relative strengths and weaknesses of each speaker. The following are some of the most readily available on record or tape and the teacher should feel free to add or delete from this list.

(1) Malcolm Boyd

(2) Oral Roberts

(3) Bishop Sheen

(4) Billy Graham

(5) Adam Clayton Powell

F. Oral Literature - Sound and Sense

1. Motivation might be to use the "Jabberwocky"

JABBERWOCKY
by Lewis Carroll

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe,
All mimsy were the borogoves,
And the mome raths outgrabe.

Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!

He took his vorpal sword in hand:
Long time the manxome for he sought--
So rested he by the Tumtum tree,
And stood awhile in thought.

And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the tulgey wood,
And burbled as it came!

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

"And hast thou slain the Jabberwock?
Come to my arms, my beamish boy!
O, frabjous day! Callooh! Callay!
He chortled in his joy.

'Twas brillig and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

The point to be made here is that it is possible to determine meaning from the sound and context. Suggested method: 1) Have the students summarize the plot in three sentences...2) Have the students substitute

an appropriate word for each of the following: frumious, galumphing, beamish, frabjous. Have the students discuss the validity of the words they picked.

2. Poetry, Drama and Speech are the three major literary-oral activities in our culture. In all of the activities below, two things should be emphasized: students should actively participate in recitation of the literary works and should actively participate in constructive criticism of oral readings.

a. Poetry readings (teacher should stress the sound of the words).

(1) Song lyrics- Have student recite the lyrics. Later they could be played to show the similarity and differences. e.g. "There is Nothing Like a Dame." Beatle songs (Sgt. Pepper album), Songs by Donovan ("Mellow Yellow").

(2) Dramatic monologues- Browning's "Porphyria's Lover" or monologue from The Cool World or other monologues from modern plays.

(3) Narrative poetry- "archy and mehitabel" by Don Marquis

b. Dramatic reading- the teacher sould emphasize the meaning of the words.

(1) Plays from short stories- See Walker Educational Book Company from Plays for Reading, a Language Arts Program.

(2) T.V. Plays- Marty, Visit to a Small Planet. See also Best Television Plays edited by Kaufman or the paperback collection Television Plays published by Simon & Schuster.

(3) One-Act and Full-Length Plays- choice should be selected by the teacher from the enormous variety in any library depending on how far the students have progressed by this point in the unit.

c. Great Speeches- the history of persuasive speech. The examples given below are some of the currently available recordings or tapes. The teacher may select any other speeches from the vast repertory available.

(1) Gettysburg Address

(2) Churchill during the war

(3) Kennedy's Inauguration

(4) FDR's Speeches

(5) "Hear It Now" records

(6) Speeches from collection, <u>Great Presidential Speeches</u>.

END

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